

Responses to Senate 1st Reading:

1. Question:

Why specify a requirement for timely feedback in eLearning courses when there is no parallel requirement for other types of courses? (III. A)

Response:

First, online/hybrid courses, by definition, do not involve the opportunities for informal, in-person clarifications and other interchanges that face to face courses do, so prompt responses to student messages are important for maintaining the student-faculty contact necessary for student success. Second, while responding promptly to student messages would be a best practice for courses in any format, the charge to the Advisory Committee was to develop a policy for eLearning. Accordingly, the guidelines in this policy apply only to eLearning courses.

2. Question:

Why does HSU provide compensation for developing online courses but not for face to face courses? (IV A)

Response:

First, there actually are mechanisms available for faculty to receive compensation for developing face to face courses or integrate new technologies and techniques into their courses (e.g., programs available via the Office of Diversity and Inclusion and each of the colleges). That said, HSU is intentionally incentivizing the development of online courses in order to meet institutional goals around online learning. Further, such support acknowledges the fact that developing an online class often involves the acquisition of a new set of skills, in addition to those involved in developing a class in more traditional formats, and that the pacing and process of the projects are complex, requiring timely collaboration with course designers and full completion before the course can be posted.

3. Question:

Why does the CEEE policy appear to be in conflict with the HSU intellectual property policy, which is outdated, the Collective Bargaining Agreement and US Copyright law?

Response:

The CSU is currently working on a system-wide policy in regard to intellectual property. Because this effort is not yet complete, the CEEE policy has incorporated the documents currently in force. The HSU intellectual property and eLearning policies will be adjusted as necessary to conform with CSU policy once it is approved and implemented at the system level. Since this has not yet been completed and since no one can really guess what the new policy will be, the CEEE Advisory Committee has purposely left this to a future iteration when system policy is clearer.

4. Question:

Why is there not an absolute and unlimited policy around right of first refusal of online classes?

Response:

The reason for limiting right of first refusal to the first three offerings is that the Advisory Committee considers the first three offerings of an online course to be part of the course development process: in actually teaching the course, the teacher can learn what needs to be revised. However, in some circumstances, assigning the course to the same professor for the first three offerings may make problems for a department. For example, a program may need the faculty with the right of first refusal to teach other courses during a semester when the program also needs to offer the online course. Ultimately, the Collective Bargaining Agreement delegates final authority for offering and staffing classes to the college deans in consultation with the appropriate department chairs.

The responses are generated by the following advisory council members: Cindy Moyer, Mary Scoggin, James Graham, Jamie Jensen, Jena' Burges, Ken Ayoob, Vikash Lakhani and Melissa Koval (on behalf of Colleen Mullery).